# School-developed Learning and Assessment Plan form

Stage 1 English as an Additional Language

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School |  | | Teacher(s) |  |
| Other schools using this plan | |  | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SACE school code | | |  | Year |  | | Enrolment code | | | | | |  | Program variant code (A–W) |
| Stage | Subject code | | | No. of credits (10 or 20) | |
|  |  |  |  | **1** | **E** | **A** | **L** | **10** | |  |
| Endorsed by principal or delegate (signature) | | | | | | |  | | | | | | Date |  | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Office use only   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Approved |  | Not Approved  Not approved |  |  |      |  |  | | --- | --- | | Signature of Principal/delegate |  | |

Addendum

Please only use this section for any changes made after the learning and assessment plan has been approved.

Changes made to the learning and assessment plan

|  |
| --- |
| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:  what changes have been made to the plan  the rationale for making the changes  whether these changes have been made for all students, or for individuals within the student group. |

Endorsement of changes

The changes made to the learning and assessment plan support student achievement of the performance standards and retain alignment with the subject outline.

|  |  |  |  |
| --- | --- | --- | --- |
| Signature of principal or delegate |  | Date |  |

Stage 1 English as an Additional Language – 10 credits

# Assessment overview

Complete the table below to show details of the planned tasks. Use numbers to show where students will have the opportunity to provide evidence for each of the specific features for all assessment design criteria.

Assessment Type 1: Responding to texts – weighting 50%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | Cp | An | Ap |
|  |  |  |  |  |  |
| Add or delete rows as required |  |  |  |  |  |

Assessment Type 2: Interactive Study – weighting 25%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | Cp | An | Ap |
|  |  |  |  |  |  |
| Add or delete rows as required |  |  |  |  |  |

Assessment Type 3: Language Study – weighting 25%

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| C | Cp | An | Ap |
|  |  |  |  |  |  |
| Add or delete rows as required |  |  |  |  |  |

*Please refer to the Stage 1 English as an Additional Language subject outline.*